

Opportunities for developing professional skill in the process of increasing the qualification of teachers

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ABSTRACT

The article poses the problem of the development of professional skills, competencies, teacher techniques in the process of advanced training. The scientific studies carried out in the field of the development of professional activities of teachers, the best foreign practices are analyzed. Also, the characteristics of the terms professional skills, competence, and teacher development are given.

Keywords: improvement of classification, teacher, professional skill, professional activity, professional quality, professional qualification, competence, development, efficiency, personality, student, experience, assessment.

1. INTRODUCTION

At present, teachers' qualification upgrading and the development of their professional skills have been raised to the state level. In this regard, a number of work is underway to improve the skills of public education workers and to improve the system of their retraining. In this area, the study of foreign experience, analysis and its implementation in educational practice, combining with national values, is required.

In the past ten years, the problem of developing professional skill of a teacher has been at the center of pedagogical and psychological sciences. In the CIS countries and foreign developed countries, a number of research works are being carried out to improve the qualifications of teachers and develop this system. Most researchers and specialists in their studies sought to uncover the essence of professional competence. The works of Russian scientists such as V.A.Slastenin, I.F. Isaev, E.N. Shiyanov, I.A. Zimnaya, O.G. Krasnoshlykova, O.A. Kozyreva, E.F. Zeer, E.A. .Klimov, L.V. Abdalina, A.K. Markova, V.V. Kraevsky, L.M. Nikitina, V.I. Zagvyazinsky, V.N. Lebedev, O.A.Bulavenko, E.N. Bondarenko , V.A. Metaev, N.V. Kuzmina, S.A. Druzhilov, E.A. Yamburg among them.

In most cases, the authors pay special attention to the important professional qualities of the teacher, to their formation and assessment conditions. Thus, which includes the concept of "master of his craft" from the pedagogical and psychological side, "high-level mastery" remains abstract. The problem of professional development of a modern teacher today leads to conflicts and discrepancies between educators, psychologists, practitioners, physiologists. Issues related to the disclosure of this concept are considered in the works of many local and foreign researchers. Despite this, for a complete analysis of the content of the professional qualifications of a modern teacher, a linguistic analysis of this concept should be considered.

Qualification (malaka - Arabic. Ability, talent; quality, habit) - experience, skill, skill acquired as a result of a good mastery of the profession.

In our opinion, in the educational system, qualification is the experience of a teacher acquired as a result of his activities for several years in a certain direction.

Based on the topic of dissertation, we tried to define the term advanced training. In the pedagogical encyclopedia, the term advanced training is given the following definition: "advanced training, advanced training of personnel and their retraining is one of the types of continuing educational system, the process of updating, as well as deepening the professional knowledge and skills of specialists and officials working in all areas of public education. It provides a degree of compliance of competitive qualities and knowledge and skills of personnel with modern requirements. Further training and retraining is

considered a scientific, theoretical and practical preparatory process, consisting of the latest achievements of the employee in his specialty, acquaintance with innovations, their development, new practical types of work, the study of advanced work experiences. ”.

2. THEORITICAL BACKGROUND

The following definition is given in the dictionary of pedagogical terms for advanced training: “advanced training ... one of the types of a continuing educational system, updating and deepening professional knowledge and skills of specialists and officials working in all sectors of the national economy”.

In our opinion, teacher training is an ongoing process, in this process innovations in the industry, adopted regulatory documents regarding the educational system, advanced foreign experience, and new pedagogical technologies occupy an important place.

In the pedagogical encyclopedia, the word “skill” (“mahorat”) is given the following interpretation (Arabic - skill, skill, dexterity) - the skill, art, skill required to perform work, for a profession or acquired in this field.

Mastery is a quality of personality acquired through experience. A high degree of professional skills, formed on the basis of skills and creativity that are adaptable to certain industries, professional skill. Using with high quality and efficiency the knowledge, skill and qualifications acquired to a high degree in a certain field. ”.

Pedagogical skills - 1) the development of a high degree of professional skills; 2) a complex of professional qualities, abilities; 3) skill in the degree of art; 4) pedagogical skill, art and erudition.

“Professional excellence - 1) in the educational process, the pedagogical strategy, the correct definition of the strategic goal and objectives, decision-making, the design of the educational process, the formation of innovative pedagogical activity, the introduction of the technology of designing a systematic approach to the process of education management and the level of professional technique, consisting of the effective use of techniques management, methods and directions; 2) the correct definition in management of strategies, strategic goals and objectives, decision-making, designing the overall activities of the institution, the formation of innovative activities, implementation of the management process and the effective use of management techniques, methods and directions. ”

In our opinion, the term “pedagogical mastery of a teacher” is understood to what extent he has mastered new pedagogical technologies and can fruitfully use it in the educational process. Along with the above, a talented teacher must love his profession and his students.

Development is the process of the formation of an individual, starting from birth and continuing until the end of life.

When it comes to teacher development, in most foreign countries the process of teacher training is considered in the form of teacher development. His professional development is an ongoing process, if the teacher stops in professional development, stops constantly working on himself, such a teacher cannot give new knowledge to students. And this is due to its competence.

3. MAIN PART

Competence (lat. Compete - achieve, deserve, capable) - 1) the scope of authority, rights and obligations of a particular state body (local government) or official, defined by law, charter or other documentation; 2) knowledge, experience in a particular industry; 3) the awareness of the individual in a particular industry, the level of knowledge of the industry.

Competence - 1) have knowledge that allows you to correctly talk about a certain situation, evidence-based speech, the level of knowledge of a person in a certain industry; 2) the ability of the teacher to use all means, exactingness for himself and his work, the ability to establish cooperation between the school and the mahalla, pedagogical ability, which is a master of his craft, comprehensively and deeply knowing the secrets of his industry, developing himself and being able to fully integrate his abilities and opportunities .

Competence - education in a particular industry.

Most CIS scientists analyzed the concepts of competence, competence and distinguished between the minimum and high degrees of competence of modern methods for determining the indicator

of teacher qualifications. According to them, competence differs from professional activity, consideration of competence as characteristic features of a person is considered incorrect.

G.K.Britell, R.M. Jueger, W.E.Bank the activity of professional competence is considered the ability to actual implementation, the state to correctly perform tasks and assessed as in-depth knowledge.¹.

American scientists consider a competent person in terms of the development of relationships, motives, abilities, values and beliefs necessary for the effective fulfillment of social roles and relationships with the world. They consider competence as the acquisition of knowledge and skills, the formation of qualifications necessary for fulfilling qualification roles, the implementation of psychomotor functions, interpersonal relationships, and the activity of knowledge. In their opinion, competence is considered the general character of a person's identity.

Disputes of German scientists illuminate the concept of development of teacher qualifications in an integration form. They propose making an approach to the personality in terms of a holistic philosophy. The personality of children, knowledge, skills, activities and the public environment, the scientist is considered the main object of educational institutions and pedagogical influence.

Thus, in local and foreign scientific research, pedagogical excellence and competence are considered as the ability to manifest a level of certain skill in the provision of professional services. Therefore, this ability should have the character of gratuitousness, focus.

In many cases, competence is seen as a collection of functional qualities, including professional knowledge, skills and qualifications. This, in turn, is evidence that in the study of modern psychological and pedagogical problems of a specialist's professional qualifications is relevant.

According to French scientists, the teacher's professional ability is related to his scientific order, teacher management, knowledge of the educational system and the environment.

The superiority of the teacher's professional model, carried out in higher educational institutions, is the practice of illuminating the model of a teacher developed from a professional side. There are 4 important types of competencies. In particular:

- a teacher with rhetorical competence, they do not require special training;
- a teacher-technician based on teaching practice, in essence their activity is imitated;
- teacher engineer, technologist;
- A talented teacher, an open practitioner, they are characterized by the analysis of practical work, problem solving, determination of strategies. Practitioners and researchers carry out their qualifications and they set the goal to form the ability to analyze practical exercises.

Thus, the concept of pedagogical competence is perceived as a synthesis of knowledge that meets the conditions for determining the achievements of a certain type of activity, pedagogical skill and professional abilities.

According to modern French scientists, a complex of qualifying complex works (sensual, relating to knowledge and psychomotor) allows you to carry out a complex type of professional activity. The main educational goals mainly develop common competencies. For example, the ability to draw up a curriculum.

Today, most teachers do not know how to draw up a curriculum and program or find it difficult to draw them up. Therefore, in the process of advanced training, they need to be taught a new methodology regarding the preparation of a curriculum or program.

As for the continuing education of teachers, its substantive and educational aspects require an analysis of five branches of qualification. Firstly, the competencies associated with the organization of life, the time of study of group students in higher pedagogical educational institutions, using various teaching aids, with the regulation of the atmosphere in the classroom.

Secondly, these are competencies related to the attitude towards students and their peculiar qualities; communication skills, knowledge, learning difficulties will help students solve problems; which, in turn, requires a high level of knowledge and competence. All this makes it possible to support students, carries out a positive and useful assessment to individualize various goals and activities, as well as to provide effective assistance.

¹ О.И.Мезенцева: Развитие профессиональной компетентности современного педагогов системе повышения квалификации // Монография, Новосибирск: ООО «Немо Пресс», 2018. -226 с.

Thirdly, this is done from the point of view of high knowledge emanating from subjects taught to students, the ability to integrate into the educational process on the basis of knowledge available to students, the ability to plan the content of the educational process on the basis of exactingness, a deep understanding of curricula approved by the Ministry of Education, the process of advanced training and the requirements of students.

Fourth, the competencies that determine the role of a teacher in society, this is due to the peculiarities of relationships with the public environment.

Fifth, for the pedagogical process, the most important qualities characteristic of teaching are to be a teacher and have the ability to analyze their actions.

Such aspects of pedagogical activity can carefully take into account the search for content, the study of new technological strategies, various innovative teaching methods and techniques. But for the adoption of specific decisions based on the analysis of events occurring between always arising questions and phenomena, teachers competently approve competencies and qualifications.

At the beginning of the 21st century, two models of professional and personal development of a teacher were created in the UK in the continuing education system: a model of professional achievements (based on social requirements) and a model for the development of practical skills and qualifications.

A model of professional achievements from a mechanical point of view about a teacher's place in the educational system of the United Kingdom, this is a reflection of the important requirements placed on official institutions by government agencies that monitor the quality of teacher education.

Productive actions in the field of this model are considered as the basis for teacher qualifications. This is compiled on the basis of a comprehensive analysis of the assignment and is carried out on the basis of the model of actions provided by the teacher. This, in turn, determines the algorithm for the exact execution of actions. Also, this model includes the development of a direct course of action that does not take into account changes in the current situation, the teacher's ability, his needs and goals.

The second model of teacher's professional and pedagogical development is based on ideas presented by J. Eliot on practical skills, teacher-researcher, research (V. Carr and S. Kemmis), creative teacher and empirical knowledge (J. Collier). In this model, practical experience determines the stages of development of the transition process from the initial stage to the transition to the status of a specialist. This model is based on the principle of organizing quality training, which, in turn, provides for the organization of an individual's activities based on the analysis of certain situations and it is impossible to improve each pedagogical situation without improving these conditions. The described model of practical skills is one of the urgent tasks of the UK.

4. CONCLUSION

Based on the above tasks, in conclusion, it can be emphasized that in the process of advanced training it is required to develop teacher competencies on the basis of international best practices. To do this, it is necessary to organize the educational process on the basis of new pedagogical and information technologies in advanced training.

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